

Language Arts Fire-Safety Program



Have Two Ways Out!

Look inside for:

- Lessons and Worksheets
- Poster
- Take-Home Activities

**Fire Prevention Week
Is October 7-13, 2012!**

**Aligns With National
Standards for Grades 1-2**



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 **SCHOLASTIC**

Find fun student activities at **sparky.org**.



Fire Prevention Week

Dear Teacher,

In the classic story *Alice in Wonderland*, the character Alice enters a strange and mysterious world and must find her way home. This program, "Have Two Ways Out," brings together Sparky the Fire Dog® and Alice in a fantasy wonderland where, no matter where they are, they need to have two ways out in case of a fire emergency. In real life, it's important that your students always have two ways out of every room in their homes in case of fire.

Use the enclosed lessons and activities from the National Fire Protection Association (NFPA) and Scholastic to both teach essential fire-safety information and also build Common Core language arts skills. Then send home the family pages to continue the learning at home. We hope you enjoy these materials!

Teaching "Have Two Ways Out"

The materials inside all emphasize the important fire-safety concept "have two ways out." As you teach the lessons and activities, reinforce all of the following safety tips with your students:

- When you hear the smoke alarm sound, go to your outside meeting place and stay there.
- Have two ways out of every room in your home.
- Pick an outside meeting place, such as a tree or a neighbor's house, so everyone knows where to go in case of fire.
- Have an adult test smoke alarms once a month.
- Practice a family fire drill at least twice a year.



Fire-safety information brought to you by NFPA.
Check out sparky.org for more fire-safety fun!

Is October 7–13, 2012

Alignment With National Standards: Grades 1–2	Lesson		
	1	2	3
English Language Arts—Common Core State Standards			
Reading—Foundational Skills: Know and apply grade-level phonics and word analysis skills in decoding words	X	X	X
Reading—Literature: Retell stories, including key details, and demonstrate understanding of their central message or lesson	X		
Reading—Literature: Use illustrations and details in a story to describe its characters, setting, or events	X		
Reading—Informational Text: Identify the main topic and retell key details of a text			X
Reading—Informational Text: Know and use various text features to locate key facts or information in a text			X
Speaking and Listening: Ask and answer questions about key details in a text read aloud or information presented orally or through other media	X	X	X
Health—McREL			
Knows basic fire, traffic, water, and recreation safety practices	X	X	X
Knows how to recognize emergencies and respond appropriately	X	X	X
Sources: English Language Arts: Common Core State Standards Initiative, www.corestandards.org/the-standards/english-language-arts-standards . Health: McREL (Mid-Continent Research for Education and Learning), www.mcrel.org/compendium/SubjectTopics.asp?SubjectID=17			

THERE'S MORE ONLINE!

Visit **sparky.org** for more fire-safety student resources:

- Printable Activities
- Fire Truck Interactive
- Games
- “Sparky Stuff” Activities
- Family Pages

Visit **firepreventionweek.org/scholastic** for:

- Spanish-language materials
- Downloadable teaching materials



Lesson Plans

Lesson 1: Have Two Ways Out

ELA OBJECTIVES: Using illustrations, students will describe the setting, characters, and events in a story.

FIRE-SAFETY OBJECTIVES: Have two ways out of every room in your home; go to your outside meeting place.

MATERIALS: *Alice in Wonderland* storybook (optional), **Worksheet 1**, pencils, crayons

WHAT TO DO:

1. If possible, introduce *Alice in Wonderland* by reading aloud an adaptation of the book for young readers. Hang the classroom poster (the reverse of this guide) in an easy-to-see location. Have students identify the characters from the original story in the poster (Alice, the White Rabbit, the Mad Hatter, the Cheshire Cat, the Queen of Hearts). Ask which character on the poster is not from the original story (Sparky the Fire Dog®). Read the poster story aloud and work with students to write out the sequence of events.

2. Tell students that Sparky and Alice found two ways out of each room and went to an outside meeting place. Tell them that if they hear the smoke alarm at home, they need to follow the steps of the fire-escape plan in order:

- Go to your first way out (usually a door to get out of the room or home).
- If your first way out is blocked by smoke or fire, use your second way out (another door or a window out of the room or home).
- Get outside and go to your outside meeting place—the place everyone in the family knows to go to in case of fire.
- Stay outside at the meeting place and wait for your family.

3. Distribute copies of **Worksheet 1**, “Put It In Order.” Have students put the steps to fire safety in the correct sequence. *Answer Key:* (clockwise, from upper left): 4, 1, 2, 3.

Lesson 2: Get Outside, Stay Outside

ELA OBJECTIVES: Students will know and apply grade-level phonics and word analysis skills.

FIRE-SAFETY OBJECTIVES: Have two ways out; practice your escape plan; go to your outside meeting place; get outside and stay outside.

MATERIALS: Classroom poster, **Worksheet 2**, pencils

WHAT TO DO:

1. Review the fire-safety messages in the classroom poster (have two ways out, practice your escape plan, go to your outside meeting place). Have students search the poster for groups of items as you write their lists on the board: things to eat, things to play with, ways to get outside.

2. Have students list things in the poster that are important for fire safety (smoke alarm, home fire sprinkler, door, window, outside meeting place). Ask which of these things are ways to get outside (door, window). Invite volunteers to tell you what they should do when they hear the smoke alarm sound at home. (Get outside, go to the outside meeting place, stay outside.)

3. Distribute copies of **Worksheet 2**, “Group It Right.” Allow time for students to complete the activity. *Answer Key:* Answers can include: Things to eat: cereal, fruit, bread. Things to play with: puzzle, doll, fire truck. Ways to get outside: door, window.

Lesson 3: Fire-Safety Reading Review

ELA OBJECTIVE: Students will ask and answer questions about key details in an informational text.

FIRE-SAFETY OBJECTIVE: Choose an outside meeting place with your family so everyone knows where to go in case of fire.

MATERIALS: **Worksheet 3**, pencils, Family Reproducible, Family Take-Home pages

WHAT TO DO:

1. Hold a class discussion about fire safety. Have students share with you some of the fire-safety rules they have learned this week. Answer any questions they may have about what to do in case of fire.

2. Distribute copies of **Worksheet 3**, “What’s the Main Idea?” Have students read the informational text. Have them answer the comprehension questions. *Answer Key:* 1. b; 2. d; 3. c; 4. Answers will vary.

3. Send home the **Family Reproducible** and **Family Take-Home** pages. Encourage students to take a tour of their home and identify two ways out of every room. One way out would be a door and the second way out could be another door or a window.

Teacher Notes on *Alice in Wonderland*

In Lewis Carroll’s 1865 novel, a young girl named Alice is sitting under a tree when she sees a white rabbit scurry by. She follows him down a rabbit hole, which leads to a strange new world. As she tries to find a way back home, Alice meets a colorful cast of characters, including a talking caterpillar, the disappearing Cheshire Cat, the Mad Hatter, and the Queen of Hearts. The lessons above include references to the *Alice* story to teach the concepts of escape planning and having two ways out in case of fire. To download a more detailed summary of the story, visit:

www.penguinreaders.com/pdf/downloads/pr/teachers-notes/9781405878234.pdf



Put It in Order

Read the story below. Then put the sentences in the right order by writing the numbers 1, 2, 3, or 4 after each sentence.

Sparky and Alice fell down a hole. They then went to a tea party. Sparky looked at an escape plan. It showed two ways out. Sparky and Alice then went to see the Queen of Hearts. They were looking for a way outside. Alice opened the door. They went outside to the giant mushroom. That was their outside meeting place.



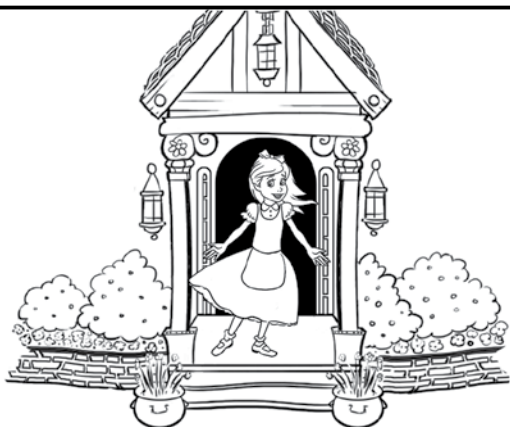
They went to their outside meeting place at the giant mushroom.

Story Order Number: _____



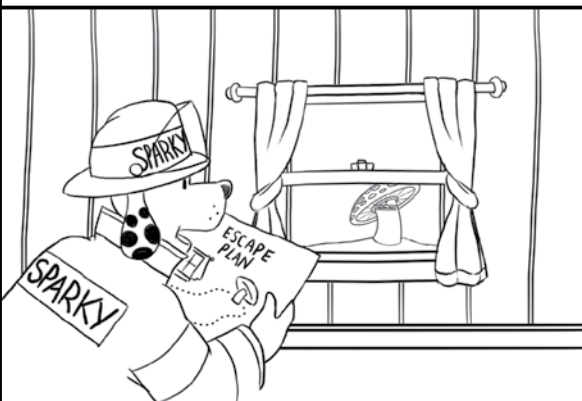
Sparky and Alice went to a tea party.

Story Order Number: _____



Alice opened the door.

Story Order Number: _____



Sparky looked at an escape plan.

Story Order Number: _____

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Group It Right

Study the picture. Write the names of the things in the picture in the right group below.



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Things to Eat	Things to Play With	Ways to Get Outside



What's the Main Idea?

Read the passage. Then answer the questions.

Family Fire-Safety Plan

It's important for everyone in your home to have two ways out of every room. That way everyone will know how to get outside if there is a fire. To find two ways out, start by going to every room. The first way out will be the door. The second way out may be another door or a window. Be sure stairs are clear and windows and doors can be opened and used as ways out. That's important because when the smoke alarm sounds, you need to get outside. Make sure everyone in your home has two ways out.



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1. What is the main idea of the story?

- A. Families should work together.
- B. Every room should have two ways out.
- C. Doors and windows are ways out.
- D. Smoke alarms will sound if there is a fire.

2. Which of the following details tells about the main idea?

- A. Have two ways out of every room.
- B. Smoke alarms will sound when there is a fire.
- C. Doors and windows are important.
- D. All of the above.

3. Which of the following would NOT be a good way out?

- A. door
- B. window
- C. closet
- D. stairs

4. Why is it important to have two ways out of every room? Write your answer.

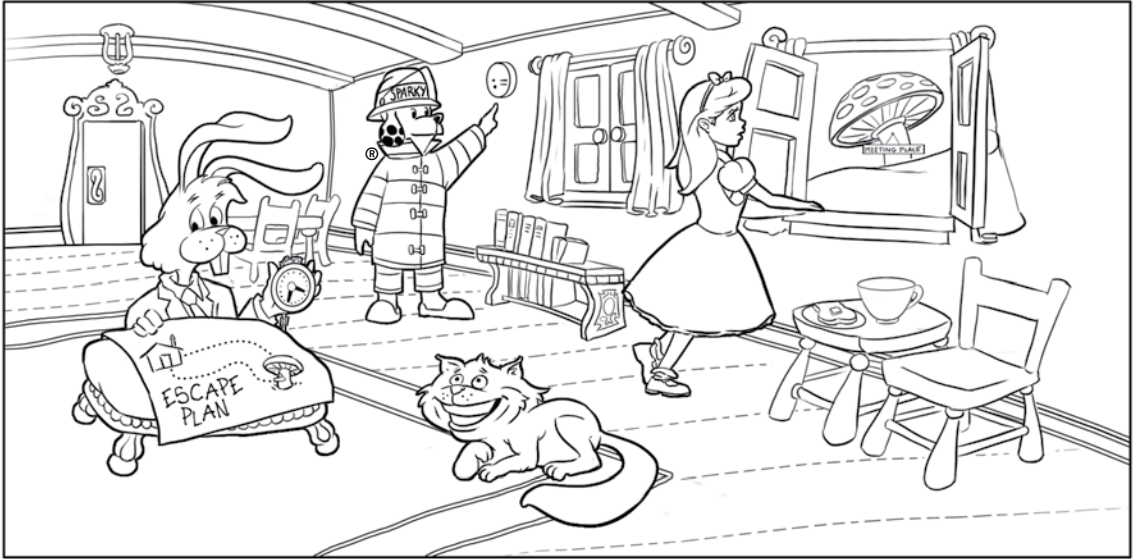


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Fire-Safety

Picture Challenge

Study the scene in the first picture below, and then compare it to the second picture. Circle what's different in the second picture.



Answers: The following items are different in the second picture:
doorknob; item on table next to chair; knob on windowpanes; button on Sparky's coat; eyebrow on rabbit looking over fire-escape plan;
meeting place sign on mushroom tree.

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